Building a Comprehensive Professional Development Program

Tuesday, April 5, 2011

Presented by:
Dr. Denise Swett

Dr. Denise Swett is the Dean of the Middlefield Campus at Foothill College, in Northern California. She has also served as the Vice President of student services at Cañada College, the Dean of students at Chabot College and was part of the leadership team in student services at the University of San Francisco. Denise has taught graduate and undergraduate courses focusing on issues and trends in higher education.

Denise is also a consultant with the Career Ladders Project for the California Community Colleges, providing technical assistance and support for community colleges involved in the Career Advancement Academies, Gateway and Bridge programs. She has an Ed.D. from the University of San Francisco and a MPA and BS from San Jose State University.

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A PROGRAM WITH A PURPOSE
Innovation·Achievement·Success

The Professional Development program at Foothill is a top college priority. We are facing so many new challenges with technology, accreditation, Generation Z students, returning veterans and more, that we believe it is important to provide new “tools” and resources to support faculty and staff to effectively support student learning.

This newsletter is just an overview of the year’s workshops we having in the planning. The program for 2010-11 includes more than 50 workshops grouped in strands:

- Teaching & Learning
- Assessment & Culture of Inquiry
- Classroom Management
- Using Technology
- Computer Applications
- Foothill Tools
- Personal/Professional Development
- College-Wide Knowledge Community

We are making every effort to ensure that workshops are interesting, useful and top quality. Many of our own faculty, staff and administrators will be presenters, and as well, we will utilize outside experts as needed.

A full calendar of upcoming workshops is available online on the Foothill Staff Development page which is also where you can get more information and register: http://www.foothill.edu/staff/development/

We also encourage you to suggest additional trainings you feel would be of value so that we can work together to provide an innovative and robust program for the campus community.

FOOTHILL COLLEGE

January 28th – All-Divisions Meeting!

ALL-DIVISIONS WINTER MEETING

On Friday, January 28, 2011 the campus will be closed and all faculty, staff and managers will be participating in workshops focusing on critical college topics:

MORNING SESSIONS: All College

- Accreditation: What to Expect, Review of College Progress & Timelines
- Student Engagement: How we all are integral in supporting student engagement, retention & success

AFTERNOON SESSIONS: Self-selection

- Student Engagement Tools & Strategies in the Classroom
- Internships and Service Learning
- Customer Service & Dealing with Difficult Students
- Communication & Teamwork
- Front Line Emergency Preparedness

9:30am to 3:30pm • Lunch will be provided.

http://www.foothill.edu/staff/development/
TEACHING & LEARNING

- Basic Skills
- Student’s Learning Styles
- Teaching in the Lab
- Inquiry-Based Teaching
- Self-Assessment
- Active Learning
- Learning Communities
- ePortfolios
- Developing a New Course
- Student Centered Learning Environments
- Using Internal Research
- Web-Based Collaborative Teaching Tools

ASSESSMENT & CULTURE OF INQUIRY

- Developing & Revising SLO’s
- Developing & Revising SAO’s
- Culture of Inquiry
- Implementing Assessment
- Reflection

CLASSROOM MANAGEMENT

- Strategies & Tools
- Difficult Students
- Students with Disabilities
- Cultural Issues in the Classroom
- Cheating & Plagiarism
- Emergency & Crisis Situations

FOOTHILL TOOLS

- MeetingMaker
- Eudora & Thunderbird
- Banner Portal
- ARGOS & Hyperion
- Using C3MS Course Management

ALL DIVISION SPRING MEETING

FRIDAY, APRIL 29, 2011
BEST PRACTICES IN TEACHING & LEARNING

9:30am to 3:30pm
Lunch will be provided
MORE STRANDS

PERSONAL/PROFESSIONAL DEVELOPMENT
- Time Management
- Stress Management
- Problem Solving
- Moving from Classified to Management
- Moving from Faculty to Management
- Using CCC Confer for Conference Calling

COMPUTER APPLICATIONS
- Word: Beg-Int-Adv
- Excel: Beg-Int-Adv
- PowerPoint: Beg-Int-Adv
- Adobe Acrobat
- Adobe Illustrator
- Adobe Premier
- Adobe Photoshop
- Adobe Flash
- Dreamweaver
- InDesign
- Visual Literacy: Graphic Design for Amateurs
- Easy Video Making
- Making Multimedia Accessible

USING TECHNOLOGY
- Using Course Studio (Banner Application)
- Wiki’s
- Google Docs
- Etudes Training
- Web 2.0
- Social Media
- Open Educational Resources
- Collaboration with Google Applications

INTERESTED IN PRESENTING A WORKSHOP?
Contact Denise Swett at x6952 or swettdenise@foothill.edu.
As per the Faculty Association Agreement FULL-TIME FACULTY workshop presenters and participants can receive Professional Growth Activities credit for participating in the College’s professional development program:

- **38.4.2** Participation in or attendance at conferences workshops or non-credit courses approved by the Division Dean or appropriate administrator. Eighteen hours of this type of activity shall equal one quarter unit.

- **38.4.3** Professional activities and projects approved by the Division Dean or appropriate administrator as having direct relevance to the faculty member’s assignment. Faculty are advised to consult with the Dean or appropriate administrator prior to commencing these activities.

*(Agreement between FHDACCD & FHDA Faculty Association, 7/1/07-6/30/10, p. 120.)*

As per the Faculty Association Agreement PART-TIME FACULTY participants in opening day can receive a stipend as per Section: 7.16.2 Professional Development. “Part-time faculty employees are paid a stipend for their participation in these activities.”* (More information will be forthcoming regarding part-time faculty compensation for attending professional development workshops).

*(Agreement between FHDACCD & FHDA Faculty Association, 7/1/07-6/30/10, p. 41.)*

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**CLASSIFIED STAFF PROFESSIONAL GROWTH AWARD (PGA)**

The Classified Staff Professional Growth Award (PGA) is an award for classified staff that recognizes and rewards efforts toward life-long learning and improved service to the district. It requires the accumulation of 200 hours of professional growth activities for each award, and it carries with it a monthly addition to your paycheck for the rest of your career with the district! Currently, each PGA is worth $70 per month, or $840 per year.

Whether you attend these Professional Development workshops or are a presenter, your hours participating count towards your professional growth activities. For additional information and details go to [http://www.foothill.fhda.edu/classified/pga.html](http://www.foothill.fhda.edu/classified/pga.html).

Please schedule a meeting with your supervisor to discuss and coordinate your Professional Development Plan for 2010-11.

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Professional Development Workshops can be found online at [www.foothill.edu/staff/development/](http://www.foothill.edu/staff/development/)
**FALL WORKSHOPS @ FOOTHILL**

**SLO’s:** Carolyn Holcroft & Gillian Schultz  
Friday, October 1, 2010  
11am to 12noon  
KCI 4004  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e318621e508d16fc

**Making Sense of Internet Native Banner**  
Friday, October 1, 2010  
2:30pm to 3:30pm  
Room 8401  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e3035e620b707440

**Graphic Design for Amateurs:** Steve McGriff  
Monday, October 4, 2010  
1:30pm to 3pm  
Room 4006  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e31mgppa7864hbc9

**Making Sense of Internet Native Banner**  
Tuesday, October 5, 2010  
2pm to 3:30pm  
Room 8401  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e3035cay75472152

**Navigating Foothill’s Curriculum Management System (C3MS):** Cori Nunez  
Thursday, October 7, 2010  
2pm to 3:30pm  
Room 330B  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e31cdapr74c71db5

**Professional Development Leave (PDL) Mini-Session:** Linda Lane & Dorene Novotny  
Friday, October 8, 2010  
2pm to 3pm  
Toyon Room  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e31krz6e37600755

**Creating 21st Century Learning Communities with ePortfolios:** Una Daly  
Tuesday, October 12, 2010  
1pm to 2:30pm  
Altos Room  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e31egrtl5c17e4bc

**Using Social Media with our Students:** Chris White  
Wednesday, October 13, 2010  
2pm to 3:30pm  
Altos Room  
REGISTER AT THE FOLLOWING LINK  
http://events.constantcontact.com/register/event?oeidk=a07e31cdbh7c20hfd
WORKSHOPS
FALL 2010

Demystifying Course Articulation: Bernie Day
Wednesday, October 13, 2010
12pm to 1:30pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31mymg229c5dc0

Active Learning: Ben Stefonik
Thursday, October 14, 2010
2:30pm to 4pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31mwx044de25c66

Cheating & Plagiarism: Pat Hyland
Monday, October 18, 2010
2pm to 3:30pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31cdgo183900923

Meeting Maker Tips & Tricks: Tahiya Marome
Tuesday, October 19, 2010
2pm to 3pm
Room 4404
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e319v8fo25b994f1

MS Word: Beginning: Tahiya Marome
Thursday, October 21, 2010
1:30pm to 3:30pm
Room 4004
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e319q3aw81e0252c

Time Management Strategies: Laureen Balducci
Tuesday, October 26, 2010
1pm to 2:30pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31cdgefdd1cd3bd

MS Excel: Beginning: Tahiya Marome
Thursday, October 28, 2010
1:30pm to 3:30pm
Room 4004
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e319r9q2a3b6c1e

Strategies for Problem Solving: LeeAnn Emanuel
Wednesday, November 3, 2010
1pm to 2:30pm
Chinese Heritage Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31em4e21c075aeb

Scenario-Based Learning: Elaine Haight & Jane Ostrander
Wednesday, November 3, 2010
3pm to 4:30pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31qme7u18bed1c2

Upcoming Classes at the KCI
October 2
Google Tools Overview
October 2
Adobe Photoshop I
October 9
Adobe Photoshop II
October 16
Photoshop Elements
October 16
Google Web Sites

More information and Registration at
http://www.krauseinnovationcenter.org/kci/

FOOTHILL COLLEGE PROFESSIONAL DEVELOPMENT
http://www.fothill.edu/staff/development/
PowerPoint: Beginning: Tahiya Marome
Thursday, November 4, 2010
1:30pm to 3pm
Room 4004
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e319tm45a3ad548a

Eudora & Thunderbird: Tahiya Marome
Monday, November 8, 2010
2pm to 3:30pm
Room 4404
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31qznzf9735e254

Strategies and Tools for Classroom Management: Mark Anderson
Tuesday, November 9, 2010
1pm to 2:30pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31qmede42e6f96c3c

How do my courses transfer? How can I increase articulation for my courses?: Bernie Day
Wednesday, November 10, 2010
12pm to 1pm
KCI Room TBA
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31myg0639be361

Open Educational Resources: Judy Baker
Wednesday, November 11, 2010
3:30pm to 5pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31cdgos9358e8a22

Student Centered Learning Environment: Steve McGriff
Monday, November 15, 2010
2pm to 3:30pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31qpmjc5d0dc9fa

Supporting Students with Disabilities: Margo Dobbins
Thursday, November 18, 2010
1:30pm to 2:45pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31en5awa8554c25

Evaluating Online Courses: Judy Baker
Tuesday, November 30, 2010
2pm to 3:30pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31cdgnfe05e96d

Supporting Returning Veteran’s: Jerry Cellilo
Thursday, December 2, 2010
10am to 11:30am
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e31erk6n9a8257777

SAVE THE DATE
Friday, January 28, 2011
9:30am to 3:30pm
Student Engagement: Persistence, Retention & Success

INTERESTED IN PRESENTING A WORKSHOP?
Contact Denise Swett at x6952 or swettdenise@foothill.edu.
WINTER WORKSHOPS @ FOOTHILL

Noah Alper: Foothill Authors Series
Founder of Noah’s Bagels and author of Business Mensch
Thursday, January 6, 2011
12noon to 1pm
Campus Center, Hearthside Lounge
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e38avj8f360bd407

Teamwork & Communication: Laureen Balducci
Tuesday, January 11, 2011
10am to 11:30am
Toyot Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h6q4m2e262a3c

ADA Workshop: Margo Dobbins
Wednesday, January 12, 2011
3pm to 4:30pm
Toyot Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h6qga710k0be5f

SLO Reflection Workshop: Carolyn Holcroft & Gillian Schultz
Friday, January 14, 2011
10am to 11am
KCI
MORE INFORMATION AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e397h7f7q5cde96ba

Hordes of Free (Technology) Tools from a Google Certified Teacher: Rushton Hurley
Friday, January 14, 2011
10am to 11:30am
CCC Confer Program
MORE INFORMATION AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e37jagkh9d284555

Anand Giridharadas: Foothill Authors Series
Author of India Calling
Tuesday, January 18, 2011
12noon to 1pm
Campus Center, Hearthside Lounge
MORE INFORMATION AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e37jne96a970b013

Stress Management: LeeAnn Emanuel
Thursday, January 20, 2011
1:30pm to 3pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h6qdv45aa1d94

Evaluating Faculty: Eloise Orrell & Shirley Treanor
Thursday, January 20, 2011
1:30pm to 5pm
President’s Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h6qau8275a8a9

http://www.foothill.edu/staff/development/
Assessment Techniques: Carolyn Holcroft & Gillian Schultz
Friday, January 21, 2011
10am to 11am
President’s Conference Room
MORE INFORMATION AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeid=a07e39bag7106332a1e

Web 2.0: What it Means to You: Chris White
Friday, January 21, 2011
10am to 11:30am
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeid=a07e35gwc7b275caf6f

Dealing With Aging Parents & Family Members:
Brown Bag Support Group
Monday, January 24, 2011
12noon to 1pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeid=a07e35h7wtq23a3ccad

Intermediate MS Word: Darya Gilani
Wednesday, January 26, 2011
1:30pm to 3pm
Room 4202 (KCI)
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeid=a07e35h7wme8f40d7a

Fitness in the Office: Stretch & Exercise: Don MacNeil
Thursday, January 27, 2011
1pm to 2pm
President’s Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeid=a07e35h7x0yeac5dbc6

ADOBE DAY @ THE KCI
Saturday, January 15, 2011
9am to 5pm
Hands-On Sessions Using
ADOBE SOFTWARE:
desktop publishing
photography
video production
web design
multimedia & animation
FREE
http://www.krauseinnovationcenter.org/adobe_day/index.html

FOOTHILL COLLEGE PROFESSIONAL DEVELOPMENT
http://www.foothill.edu/staff/development/
WORKSHOPS
WINTER 2011

Barry Eisler: Foothill Authors Series
Author of *Inside Out and Rain Fall*
Thursday, February 3, 2011
11am-12noon
Campus Center, Hearthside Lounge
MORE INFORMATION AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e38qvdja267255

Healthy Snacks: Don MacNeil
Thursday, February 3, 2011
1pm to 2pm
President’s Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h7x3adb934dc5

Culture of Inquiry: Rosemary Arca
Wednesday, February 9, 2011
2pm to 3:30pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h91e5ab16119a

Basic Workstation Ergonomics: Mary Kay Englen
Friday, February 11, 2011
10am to 12noon
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h9av34b2b866

Tension Relief: Don MacNeil
Thursday, February 17, 2011
1pm to 2pm
President’s Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha5hd9a14aacc

Professional Achievement Award Process for Faculty: Linda Lane & Gigi Gallagher
Thursday, February 17, 2011
2pm to 3pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35h9icrd37d348e

Using Technology in the Classroom: Steve McGriff
Wednesday, February 23, 2011
1:30pm to 3pm
Room 4006 (KI)
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha5j1263f705d

Creating Powerful, Professional PowerPoint’s: Chris White
Wednesday, February 23, 2011
1:30pm to 3pm
Room 4202 (KI)
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e36glp4z1cd40b45

Liability Issues for Managers: Rose Myers
Thursday, February 24, 2011
1:30pm to 3:30pm
President’s Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha5w6428f99a

Dealing With Aging Parents & Family Members: Brown Bag Support Group
Monday, February 28, 2011
12noon to 1pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha5ut6c047115

FOOTHILL COLLEGE PROFESSIONAL DEVELOPMENT
http://www.foothill.edu/staff/development/
Dealing with Emergencies & Crisis Situations: Judi McAlpin
Thursday, March 3, 2011
2:30pm to 4pm
Presidents Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha5zq95f239ac4

Professional Growth Award Process for Classified Staff: Kris Lestini
Friday, March 4, 2011
10am to 11:30am
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha61mf06d5753

Service Learning: Rosemary Arca
Tuesday, March 8, 2011
1pm to 2:30pm
Altos Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e37jx6bb4f3522f3

Have You Considered Teaching an Honors Course? Bernie Day
Wednesday, March 9, 2011
12noon to 1:15pm
Chinese Heritage Room 3523
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e36v9acw2282c272

Professional Development Leave for Classified Staff: Blanche Monary
Friday, March 11, 2011
10am to 11:30am
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha63w82183ba7

Karl Knopf: Foothill Authors Series
Author of Weights for 50 plus, Healthy Hip Handbook
Thursday, March 17, 2011
12noon to 1pm
Campus Center, Hearthside Lounge
MORE INFORMATION AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e397fjx8c9f7aca0

Writing and Presenting Professional Workshops: Kurt Hueg
Thursday, March 17, 2011
2pm to 3:30pm
President’s Conference Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha65945b8d8c8

Dealing With Aging Parents & Family Members: Brown Bag Support Group
Monday, March 28, 2011
12noon to 1pm
Toyon Room
REGISTER AT THE FOLLOWING LINK
http://events.constantcontact.com/register/event?oeidk=a07e35ha66j3f6ab943

PROFESSIONAL DEVELOPMENT DAY
Friday, January 28, 2011
9:30am to 3:30pm (Lunch Included)
PANEL: Strategies to Deal with Student Behavioral Issues
WORKSHOPS:
Faculty Lead Grant Funded Research: $500K of Fun, Fame and Frustration
Engaging Ideas: The Connections Between Thinking and Writing
Preparing for Campus Emergencies
Strategies for Working with your Manager
Student Engagement Tools & Strategies in the Classroom
Understanding Learning Styles
Integrating Classroom Technology to Support Teaching and Learning
Maximizing Communication on Campus
Healthy Work Habits

http://www.foothill.edu/staff/development/
**FOOTHILL COLLEGE**

**PROFESSIONAL DEVELOPMENT**

**WORKSHOP EVALUATION**

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**Presenter:** ________________________________  **Workshop Date:** ________________

**Workshop Title:** ________________________________

Check one:
- [ ] Administrator/Management  - [ ] Faculty
- [ ] Classified Staff  - [ ] Adjunct

On a scale of 1-5 with **5 being the highest**, please take a moment to answer a few questions:

**Was the presenter(s)**

1. Prepared for the presentation? 1 2 3 4 5
2. Knowledgeable? 1 2 3 4 5
3. Helpful? 1 2 3 4 5
4. An engaging presenter(s)? 1 2 3 4 5

**Did the workshop**

1. Meet your expectations? 1 2 3 4 5
2. Increase your knowledge? 1 2 3 4 5

**Was the setting**

1. Appropriate for the topic? 1 2 3 4 5
2. Comfortable? 1 2 3 4 5

We are anxious to receive any feedback that would help us improve our services to you.
Please feel free to make comments regarding this workshop or other suggestions you have.

__________________________________________________________

__________________________________________________________

__________________________________________________________

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Please return completed evaluation via campus mail to Denise Swett @ Middlefield Campus
As part of the year-long professional development program, we are asking four departments to do a college-wide presentation on their best practices in Teaching & Learning which includes one classroom challenge, such as dealing with disruptive behavior, disabilities, harassment or veterans. We encourage you to work together to develop a presentation for the All Divisions Meeting Day, Friday, April 29, 2011 to share your experience and insights on best practices in the classroom.
A PROGRAM WITH A PURPOSE
Innovation•Achievement•Success

The Professional Development program at Foothill is a top college priority. We are facing so many new challenges with technology, accreditation, Generation Z students, returning veterans and more, that we believe it is important to provide new "tools" and resources to support faculty and staff to effectively support student learning. The Professional Development program includes funds for conference travel and participation, a robust calendar of workshops and events, and numerous online training opportunities all designed to support the continuous development of knowledge and skills for the Foothill campus community. Our programs are open to all FHDA district employees.

Contact Us
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PROFESSIONAL DEVELOPMENT
Online Trainings and Webinars

Professional Development

Online Trainings and Webinars

- ADA
- Career & Technical Education
- Classroom Management
- Communication
- Community Building
- Customer Service
- Discipline Specific
- FERPA
- Legal Issues
- Online Learning
- Software Programs
- Student Engagement
- Teaching and Learning
- Technology
- Underprepared Students
- Veterans
- More Resources

Online trainings and webinars available for faculty, staff and administrators at Foothill College represent an online library of current topics of interest to the college community. We will update the database and add additional resources continually in an effort to offer practical resources accessible 24/7. If you have online resources that would be of value to our college community, please forward the information Denise Swett to add to this site.
Building a Comprehensive Professional Development Program

RESOURCES

Professional and Organizational Development Network in Higher Education  
http://www.podnetwork.org/
National Institute for Staff and Organizational Development (NISOD)  
http://www.nisod.org/
Faculty Focus: Focused on Today’s Higher Education Professional 
http://www.facultyfocus.com/
The Council for Advancement of Standards in Higher Education  
https://www.cas.edu/index.html
NASPA: Student Services Administrators in Higher Education  
http://www.naspa.org/
League for Innovation  
http://www.league.org/index.cfm

COLLEGE PROGRAMS

Arizona State University  
http://clte.asu.edu/
Austin Community College  
http://www.austincc.edu/hr/profdev/
Foothill College  
http://www.foothill.edu/staff/development/
Honolulu Community College  
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/
University of Kansas  
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DO’S & DON’TS OF PROFESSIONAL DEVELOPMENT

**DO’S**

Do...

- Include all constituents in program planning.
- Use data to support programs.
- Offer both face-to-face and online training.
- Utilize your won faculty as presenters.
- Leverage colleagues to present workshops.
- Find open education resources for your online resource library.
- Always do evaluations.
- Ask for help or advice from colleagues.
- Use numerous marketing methods.
- Use a professional software calendaring system
DON’TS
Don’t...
- Let budget limitations stop you.
- Limit programs to faculty, include staff and administrators.
- Give up if workshops aren’t enrolling.
- Reinvent the wheel! Model your program after other successful ones.
- Let boring presenters do workshops!
- Forget to negotiate with your faculty and staff unions/associations for flex days.
- Specify what workshops are for whom: let employees chose what they want to attend.
- Just have a program to meet accreditation requirements!
- Limit resources to what the college can provide. Look for grants!
- Forget about mandated trainings!
Strategies to Build and Maintain a Successful Academic Unit

By Mary Ellen O'Shaughnessey

Problems are inherent in any organization where you have people working together. Personalities differ, agendas conflict, generations struggle to understand one another, resources are limited, and the list goes on. While a leader may have little control over these factors, there are strategic measures that can provide a firm foundation upon which an organization can build a culture that provides members of the community with the best possible chance to succeed.

1. Have and communicate a focused vision.

A high-functioning organization has a focused, purposeful, clearly articulated vision statement. The vision statement provides the framework for setting priorities from which a larger strategic plan can develop. It points the way to the future; it outlines what is important to the organization. Decisions about allocation of resources, including time, money, facilities, and human resources, are guided by the vision statement.

As the leader, it is your responsibility to outline the priorities and future direction of the unit. You are well positioned to understand all the factors that impact what can and cannot be accomplished. Just as important as having the vision is bringing people along so that they understand the vision and commit to it. A vision statement points members of the community toward the future and keeps the efforts forward-focused.

2. Create a foundation of trust, hope, and optimism.

While a focused vision puts us on the road to the future, it is trust, hope, and optimism that keep people involved. A healthy organization provides an environment built on trust. How does a leader build trust? The most critical ingredient is consistent follow-through on commitments. People need to know they can depend on you, thus your actions must support your words. This is what trust is all about. If you set out a vision and then do nothing to realize the vision, it is much like packing your family in a car to visit Washington, D.C., knowing the sites you want to visit once you arrive and then sitting in the driveway for five days. Not advancing on the articulated agenda and direction creates frustration, confusion, mistrust, and disappointment. Hope and optimism provide the momentum that keeps people looking forward instead of backwards. Hope is one of the most powerful emotional attributes in helping people move toward what they want to become.

3. Value people in word and deed.

A great leader values people, and people in the organization know they are valued. This is accomplished by observing, listening, reflecting, and learning. One of the first tasks a newly appointed leader should undertake is to meet with each faculty and staff member individually or in small groups. While this may take time, it is time well invested. These meetings will provide an opportunity to learn what people are passionate about, what they need to do their jobs, and what gets in their way.

Some additional ways of connecting with your faculty and staff include lunch once a month with all the first-year assistant professors; providing thoughtful annual evaluations of faculty and staff; reading and commenting upon the most recent articles of faculty members; commenting on a job well done (especially if it includes public recognition); making time in your schedule to simply walk around; and meeting with student groups on a regular basis. Universities invest substantially in attracting the best and brightest faculty, staff, and students. People who feel valued are more likely to be productive, helpful, cooperative, and loyal.

4. Maintain appropriate boundaries.

A successful organization is one that is guided by well-written, easily understandable policies and procedures, as well as a firm understanding of how to...
Professional Development

Building a Comprehensive Professional Development Program

By Denise Swett, EdD

ongoing professional development for faculty, staff, and administrators at colleges is critical to the currency and quality of higher education. Evolving technology, modern degrees and emerging careers, Millennial and Generation Z students, multigenerational faculty, and new and often challenging required skill sets are demanding more time and energy from college employees to stay productive and up to date. If we are to maximize resources and provide relevant teaching and support services, we must be able to embrace new and different strategies to meet contemporary student needs for success.

Staff development programs provide crucial opportunities for faculty to advance innovative and creative teaching and learning strategies, better understand their students, and develop collaborative plans to serve students most effectively. Learning styles and teaching delivery for our students have brought opportunities for innovation and challenges for retention and success. Administrators and staff are equally committed to supporting student success and maintaining currency in best practices, both attainable through continued opportunities in professional development.

But, with the current state of college budgets and the fragile economy, how can professional development be a college priority and a justifiable program? How do we promote faculty participation? How can we institutionalize professional development? Why do we need to?

It is up to the college to support professional development by focusing on the college mission, values, and vision of the program purpose, and reflecting the needs and goals of the college in the planning and clear articulation of a commitment to student success. The program must be a fully conceptualized plan, based on the college’s expressed goals and with practical opportunities for college-wide participation and engagement, effectively resulting in improved student outcomes. When this is successfully built, funding can be found most often through reallocation of college resources, since effective professional development can have a widespread positive effect on students. Other funding strategies can include using college experts as trainers, collaborating with other colleges to share costs for presentations, partnering with local industry to utilize their experts, and using grant funding.

There is no doubt that we are asking more from our faculty in these difficult fiscal times. So it is important to initiate discussion within the college and with institutional leadership, citing the need to provide the tools and resources for more effective teaching, improved classroom skills, knowledgeable responses to behavioral situations, and superior course offerings. It is important to plan well and develop a practical workshop schedule and realistic expectations. While adding support and incentives for participation, the college community can become more engaged in professional development opportunities.

Other strategies can include building training into college-wide projects, grant proposals, and department meetings; adding workshops online, allowing employees to participate from any location at any time; and developing a tools and resources online library with relevant articles and white papers. Even with all these available opportunities, the institution must set an expectation that faculty, staff, and administrators are

PAGE 5
In this three-part series, Jeffrey L. Buller explores how colleges and universities can encourage substantive research without detracting from excellence in teaching. Parts 1 and 2 considered how the ways in which faculty roles are defined, evaluated, and rewarded contribute to a false impression that teaching and research are distinct activities.

By Jeffrey L. Buller, PhD

Reevaluate the idea of the university

Perhaps the most fundamental reason why teaching and research are viewed as competing rather than interrelated activities—and a key cause of why it's so difficult to reunite these processes in faculty load assignments and evaluation systems—is that colleges and universities themselves are structured as though instruction and scholarship were utterly distinct enterprises. Examine the mission statement of almost any institution of higher education, and you'll discover that teaching and research are listed as important but not necessarily related functions of the organization. In other words, relatively few mission statements present learning as a goal achieved through independent inquiry and research; even fewer describe discovery, integration, and application as results actively sought through teaching. Once again, the focus is on the activity rather than the result, and that perspective shapes everything that is familiar about the modern university.

- Departments are organized around disciplinary methods (activities) rather than important questions being asked or issues being explored (results).
- Individual courses are defined by “seat time” and contact hours (activities) rather than competencies gained and knowledge developed (results).
- Degrees are granted largely by the number of credits earned (activities) rather than the amount of growth achieved or improvement attained (results).

That same emphasis on the processes of teaching, research, and service rather than the outcomes of learning, innovation, and academic citizenship that we saw fragmenting faculty roles in Part 1 of this series ultimately fragments the university itself. In order to promote research while enhancing instruction, not even as separate yet complementary activities but as a single, integrated approach to fulfilling its mission, it's necessary to reevaluate the entire idea of what a university is today, what value it adds to society, and what purposes it is trying to serve.

That reevaluation is unlikely to be successful if institutions merely attempt to adapt their long-standing emphasis on teaching, research, and service to the evolving needs of a new century. It's important at the university level, too, to define its mission and to determine its structure, not by all the effort that people are putting in, but by all the benefits that stakeholders are taking out. Young institutions tend to define themselves on the SAT and GRE scores of their incoming students, the number of Nobel laureates and Guggenheim fellows they hire, and the international reputations of the administrative team. Truly world-class institutions tend to be defined in terms of the placement rates of their graduates, the number of Nobel laureates and Guggenheim fellows they produce, and the international contributions of the administrative team. See Salmi (2009). Cutting-edge research can seem to be a distraction from highly effective teaching as long as the institution is structured in such a way that academic affairs are administered in one unit, research in another. That distraction begins to disappear (and those competing administrative units become less necessary) once the institutional focus is on innovation rather than on all the different ways in which innovation might possibly be achieved.

Don Chu has described the tendency of faculty members to view departments as “closed systems” where professors provide the labor and where students and academic disciplines reap the results. See Chu (2006) 3–6. More accurately, Chu says, an academic department should be regarded as an “open system” in which both the stakeholders and beneficiaries are numerous: faculty members, students, alumni, parents of current students, accrediting agencies, legislatures, the local community, the individual disciplines, the higher education community, prospective employers of graduates, nongovernment organizations, funding agencies, and so on. In the 21st century, that same sort of approach needs to be applied to the institution as a whole. Reevaluating the idea of the university will mean approaching it not as a closed system in which professors teach and conduct research, but as an open, organic network that includes a vast system of constituents and stakeholders. It’s the same mind-set that both defines faculty load as, for example, 50 percent teaching, 40 percent research, and 10 percent service, and student achievement as 120 credit hours earned in 50-minute classes conducted over 15-week semesters. It is rapidly becoming accepted that there are alternative models for describing how students learn. It should be equally clear that alternative models also exist for describing how universities and university systems produce benefits for society.

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In what is perhaps the most comprehensive approach to promoting research while advancing instruction to date, Alan Jenkins, Mick Healey, and Roger Zetter described six effective strategies...
Curriculum Mapping

Linking Learning Outcomes across the Curriculum

By Rob Kelly

Curriculum mapping is a process that can help academic programs ensure that their students meet the desired learning outcomes of a program. In a recent Magna Online Seminar titled “Connect Learning across Courses with Curriculum Mapping,” Peter Wolf, director of teaching support services at the University of Guelph, talked about the curriculum mapping process at his institution and offered practical suggestions for implementing a similar process.

During the seminar, Wolf outlined three phases of the curriculum mapping process: curriculum visioning, curriculum mapping, and alignment and coordination.

Curriculum visioning entails developing or revisiting program outcomes by asking the question, “What are the knowledge, skills, and values we want our graduates to leave our institution with?”

The answer to this question can come from a number of sources, including the following:

- University learning outcomes
- Existing program outcomes
- Professional organizations/accreditation
- Similar programs
- Disciplinary norms and language
- Research interests/areas of focus
- Specific program characteristics

Wolf recommends revisiting these outcomes to reflect changes to priorities within the institution and the department. It’s a process of continuous improvement, he says.

As for evaluating whether students have achieved the program outcomes, Wolf recommends using Kirkpatrick’s Four Levels of Evaluation:

- **Reaction**—What was the students’ reaction to learning environment? This usually occurs immediately or soon after the learning event(s).
- **Learning**—Did students achieve desired learning objective(s)? This is usually done immediately or soon after the learning experience.
- **Behavior**—Are newly acquired skills, knowledge, or attitudes used by learner after learning event is completed? This is usually done one to three months after learning.
- **Results**—Did students achieve desired outcomes of program of study? This usually occurs three months to two years after learning experience.

Faculty play a key role in the process, Wolf says. “This is all faculty-driven. It’s a matter of gathering data as opposed to impressions. It’s a matter of having intentional conversations about the curriculum. There’s a scholarship around curriculum development that needs to be included in the conversation. And it’s been my experience that faculty are thrilled when an educational development center like ours is able to offer that kind of support. I think some of the barriers to these conversations are political, philosophical, and often entrenched within a department.

Having someone come in with a process and tools to collect some data really moves things along, and faculty are usually pretty happy because they want the curriculum to make sense but haven’t necessarily had a set of tools to do that.”

Agreeing on a set of program outcomes can sometimes be a challenge. “Quite often, there are orientations toward a particular objective and perhaps a diversity of opinions, which makes for a rich department, but makes for difficulty in coming to consensus about these outcomes,” Wolf says.

Wolf recommends surveying the faculty about outcomes prior to a meeting or retreat to discuss outcomes. Using a survey minimizes the undue influence of the outspoken faculty members within a department.

Wolf uses three types of curriculum mapping:

- **Course progression maps**—These show student progression through the curriculum and can be used to explore curriculum flow and the balance of required core courses, electives, etc. The data for these maps come from calendars, course outlines, and curriculum committees.

- **Outcomes maps**—These match program outcomes with individual courses that intentionally foster the development of selected outcomes. The data for these maps come from faculty, course outlines, and curriculum committees. In addition, Wolf surveys the faculty to determine which instructional methods are used to achieve these outcomes.

- **E-portfolios**—These are collections of students’ artifacts, evidence, and reflections related to achieving program outcomes. Student involvement is an important piece of curriculum mapping, Wolf says. “If we don’t get students involved, then I think we’re missing a tremendous opportunity, and students are missing a tremendous opportunity. Learning is not just about the development of knowledge, skills, and values, but knowing you’re developing them and having confidence around having developed them. And a portfolio system, electronic or otherwise, can really move forward to do that.”
Teaching Circles: A Low-Cost, High-Benefit Way to Engage Faculty

By Michelle Freeman, EdD

For the past three years I have directed a small program that has produced big results at Tusculum College. For as little as $3,000 per year, our college has increased its sense of campus community, helped with current faculty development, more quickly integrated new faculty, and modeled scholarly discussions for students. Officially the program goes by the name “The Teaching and Learning Initiative,” but it has acquired the nickname “teaching circles.”

As its director, I recruit four to six circle leaders shortly before the academic year begins. Early in the semester, the leaders select a topic and relevant reading materials, which I secure for the groups. Then we announce the topics to the campus community and provide contact information for the leaders. Faculty select which group, if any, they would like to join for the year. We don’t pressure them, but even so, about 50 percent are participating each year.

The leaders meet virtually or in person for the first meeting to decide on a schedule. Most groups meet to discuss the topic and reading material about four times a year. All teaching circle members participate in a concluding banquet during which groups summarize or creatively display the knowledge they have discovered and comment on its potential classroom applications. We make the banquet a social event and use it as a celebration of faculty united in lifelong learning.

The main costs associated with the initiative are the books and materials provided to participants, the banquet, and one nice dinner per group for one of their meetings. In the beginning, leaders were paid a $300 stipend; however, this was eliminated in the current year’s budget. Although we have yet to face a shortage of volunteers, a small stipend for leaders is probably a necessity when beginning a program like this.

The goal of these circles is enjoyable scholarly exchange among peers. The groups have taken several different approaches. Sometimes the focus is on pedagogy; other times it has a topical focus, simply for knowledge expansion. I strongly encourage the leaders to pick topics about which they are passionate. When they do, conversation in the groups flows seamlessly. Some faculty have chosen to use their groups to find new teaching strategies, such as undergraduate research or active learning techniques. These groups offer participants a safe place to talk about the strategies and their efforts to implement them. Others have chosen academic topics such as Darwinism. In these groups, colleagues deliberate much as students would in a seminar.

The initiative has generated a number of benefits. First, it provides in-house faculty development. Faculty discover new pedagogical knowledge and share teaching experiences with each other. Their discussions and the banquet presentations encourage implementation of the ideas identified during the year.

Second, the initiative serves as a community builder across disciplines. Faculty emerge from their departments and offices to gather in homes or local restaurants to discuss topics of common interest.

Third, the initiative eases new faculty into the college community. It also gives them a chance to meet college veterans whose knowledge and experience can help them adjust to teaching this college’s students. The interaction also introduces them to our college culture.

Fourth, the initiative has assisted other college programs. For example, two of the six teaching circles this year have embraced the current Quality Enhancement Plan topic of reflective judgment. Not only will the participants learn how to apply this concept to their classrooms, but they will also be better able to speak about the topic to other faculty members within their departments.

Finally, the initiative provides peer incentives among professors to continue to improve. As faculty learn together they are challenged to make changes in their classrooms. Faculty participation in these circles offers evidence of ongoing interest in scholarship, and circle leaders can count this as a college service contribution.

Every campus needs faculty who are engaged in the intellectual life of the college. A teaching and learning initiative like this one is a great way to encourage that kind of engagement.

Michelle Freeman is an associate professor of business administration at Tusculum College.

PROFESSIONAL DEVELOPMENT...

From Page 2

responsible for identifying and addressing their individual professional development needs, and for selecting and participating in opportunities with resources and support from their manager.

Colleges need a diversity of professional development workshops and training to address these issues, to better understand the changing dynamics on campus and more effectively support student success.

Denise Swett is dean of the Middlefield Colleges at Foothill College in Northern California. On April 5 she will lead the Magna Online Seminar “Building a Comprehensive Professional Development Program.” For information, see www.magnapubs.com/catalog/building-a-professional-development-program/.

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Changing Times, Changing Models

By Rob Kelly

Strong and innovative leadership collabEducation was an important theme of President Obama’s State of the Union Address in January. He stressed the importance of education in “winning the future,” adding that in 10 years half the jobs in the United States will require education beyond high school. So what will higher education institutions need to do to serve these students?

Perhaps there are some lessons to be learned from for-profit institutions. Academic Leader recently spoke with Tim Gilbert, chief of the marketing office at Campus Management Corp., a company that works with a diverse range of higher education institutions on issues such as e-learning and student information systems, about these challenges and offered some insights from for-profit and traditional institutions that are finding ways to prepare these often nontraditional students for jobs in a changing economy.

The image of the full-time, traditional-age college student does not represent the majority of students. Nontraditional students are more typical—those who are older, living off campus, and perhaps taking classes part-time while balancing career and family obligations. In addition, the influx of underprepared students has placed demands on and created opportunities for institutions.

“What is going to get America excited about an out-educate mantra from the White House? I think we need to worry about the nontraditional student. What we’re all talking about is the fastest-growing occupations needing to be filled, which are technicians, database administrators, dental hygienists, physical therapists, physicians’ assistants, and nurses. I think we could learn from for-profits and two-year schools that are churning out the majority of these kinds of degrees,” Gilbert says.

Obama highlighted three specific careers areas that he would like to target for funding: biomedical, information technology, and green energy. Gilbert does not expect answers to come from the government. Rather, he says that it is up to institutions to collectively find ways to meet this demand, which will likely mean administrative, infrastructure, and course delivery changes.

“In five years, the next group of occupations will be things we don’t even know about yet. We didn’t have a Facebook and Internet when I was going to college. There will be another generation of these kinds of surprises in our economy that will operate beyond the ken of what the government thinks it should fund.”

Gilbert says that the for-profit model offers a nimbleness that traditional institutions may do well to emulate.

“A lot has been said around the good, bad, and ugly of the proprietary school market, but they have persevered and grown tremendously in terms of student enrollment and student completion,” Gilbert says. “They’re at least as regulated and at least as beholden to regulators and compliance issues as traditional institutions. But they also have investors on Wall Street looking at their operational efficiencies.”

In addition, for-profits often serve disadvantaged students, something critics of for-profits should consider. “If we look at their achievement in the face of some pretty diverse challenges economically and academically, they do a heck of a job. I don’t see as many nonprofits having those characteristics of nimbleness or operational efficiency in serving those diverse populations that you see in the average for-profit,” Gilbert says.

Given the changes in the higher education market, Gilbert says that traditional institutions should rethink some elements of the traditional model, such as the semester-based schedule. “This just isn’t the world anymore.” The question, Gilbert says, is whether the faculty and administrative resistance to incorporating such a different model into existing campus-based programs.

Mississippi University for Women—a small college and client of Campus Management—is using the same faculty but a different administration.

“The question of the academic integrity of the degree is one that each institution has to figure out,” Gilbert says. The answer to this question will depend on the institution’s culture, mission, and priorities, and the perspectives of academic leaders.

“You’ve got to have the technology and people willing to be flexible,” Gilbert says. For-profit institutions have been successful in being responsive to changes in the market, adding new programs in a relatively short period of time. “The for-profits have that down, and I think some of the nonprofits are learning the craft.” ▼
PROMOTING RESEARCH...
From Page 3

that institutions can adopt in order to make timely progress in attaining this goal.

1. Work through individual disciplines to develop a clearer understanding of how teaching and research intersect in their own practices and methods.

2. Review areas where current culture seems to inhibit the cross-fertilization between teaching and research, and revise policies where appropriate.

Assessment data, student surveys, organizational audits, and comprehensive program reviews can all provide helpful information in this regard.

3. Develop an institution-wide set of curricular goals for promoting research among all students, even at the undergraduate level.

4. Modify staffing policies so that future hires are likely to support the full integration of teaching and research.

5. Revise strategic planning goals and categories so that teaching objectives and research objectives better support one another.

6. Incorporate a fully integrated approach toward teaching and research into institutional culture. For instance, incorporate assessment of research knowledge into curricular assessment, encourage research clusters to become teaching teams, and give research wide visibility to students at all levels of the institution.

Jenkins, Healey, and Zetter (2007) 52–61. In other words, by shifting the mission of the university from “educating students and conducting research” to “educating students through conducting research,” institutions do a great deal more than merely create better synergy between two essential functions of the modern university; they also go a long way toward reintegrating their fractured identities. As the university of the 21st century ceases to define itself as the place where teaching, research, and service occur as quasi-independent activities and begins to define itself as the place where innovative learning promotes more engaged citizenship, more fundamental changes will be possible throughout higher education. We may even find ourselves wondering why we ever thought it necessary to speak about teaching and research as though they were unrelated and competing endeavors.

References


Jeffrey L. Buller is dean of the Harriet L. Wilkes Honors College at Florida Atlantic University. He is the author of Academic Leadership Day by Day: Small Steps That Lead to Great Success (2011) and other books on higher education administration, all of which are published by Jossey-Bass.

LEARNING OUTCOMES...
From Page 4

When Wolf began the curriculum mapping process at the University of Guelph, he used flip charts and colored sticky notes. The university has also used Excel spreadsheets and Visual Understanding Environment (VUE), an open-source project based at Tufts University to develop course progression maps, as well as CurricKit, a curriculum mapping toolkit developed at the University of Guelph that helps match program outcomes with individual courses by collecting data from faculty, course outlines, and curriculum committees. The software helps map courses across three components: knowledge, skills, and values; instructional methods; and assessment methods.

Certainly, analyzing the curriculum in this manner takes time and effort, so it’s important to come up with sustainable practices, Wolf says. “Sometimes educators will bow out because they just don’t have the time and it’s just not a high enough priority….So quite often we’ll work with a department to develop an assessment model that takes place over a four-year period, so that it doesn’t become just one point in time. But we may choose every year to measure transfer of learning from one level to another….I don’t think it has to be done for every course every year, but I do think there has to be a sustainable model of a continuous improvement approach.”

For information about “Connect Learning across Courses with Curriculum Mapping,” the seminar led by Peter Wolf, see www.magnapubs.com/catalog/curriculum-mapping/.

Academic Leader 2010 Index now available online at: www.magnapubs.com/publications/newsletters/al2010index
communicate respectfully even in times of conflict. Faculty and staff need to be aware of what the policies are and where to find information if they have questions. Sending out a missive early in the academic year summarizing some of the more important policies, including harassment and discrimination, capricious grading, conflict of interest, and conflict of commitment, both educates and sets expectations. This type of communication provides faculty and staff members with guidance on how to conduct themselves and protects the interests of the department, most importantly the students and employees.

People also need to know that respectful communication is expected; thus, yelling, screaming, using inappropriate language, intimidation, and other disrespectful behaviors will not be tolerated. Behaviors of this sort do not go away on their own. They need to be confronted and extinguished.

5. Use effective communication strategies.

Effective communication is the bedrock of a successful academic unit. Communication leads to greater efficiencies, provides increased opportunities for collaboration, builds trust, and lets people know that they are an important part of the unit. People need to know what is going on in their unit and on campus in general, especially in these challenging economic times. Lack of information often leads people to make up stories and ascribe motivations that usually have nothing to do with the reality of the situation. Such stories only serve to erode the unit’s morale.

Complaining about meetings seems to be a facet of all organizations, but meetings, if run effectively, are an excellent way to communicate the current state of affairs. Meetings provide the opportunity to revisit the vision and keep people focused on the future. They afford people the time to ask questions and bring up issues they may be concerned with at the moment. Keeping people involved in open discussions is important to the success of any organization.

6. Be open to new ways of seeing.

Most universities have worked hard to diversify their faculty, staff, and students. While diversity is a step in the right direction, it is not enough. Little will change inside the institution unless the organization is open to the voices, interests, scholarship, teaching methods, and different ways of thinking that diverse people bring to the table. And when I talk of diversity I am talking about it in the broadest sense: race, age, religion, sexual orientation, and gender. All of these factors impact how people experience the world.

A good example of the impact diversity has had in changing higher education is tenure rollback policies that are common on most campuses. While referred to by many names, tenure rollbacks provide time off the tenure clock for the birth or adoption of a child. This policy was initially put in place as a means to address the issue of women entering the academy and attempting to negotiate motherhood and the tenure clock. Such policies are now applicable to new fathers and apply to other life events. If the academic arena was going to successfully attract women scholars, the system had to change to compete with more-flexible employers.

7. Promote a spirit of cooperation.

As resources diminish it is imperative that a spirit of cooperation and collaboration becomes part of the fabric of the organization. When resources are limited, people can easily start competing rather than cooperating. It becomes a zero-sum game with people acting like private contractors. In order to promote a spirit of cooperation, a good leader is aware of the needs of the individuals who make up the unit and the greater needs of the larger organization in which they operate. With this knowledge, decisions about facilities, equipment, staff support, committee work, curriculum demands, and teaching loads can be made that benefit the whole while not sacrificing the individual.

Once again, vision is helpful in motivating people to cooperate. It must be impressed on staff, and faculty that the boat will get to shore faster and more efficiently if we are all rowing in the same direction than if we each take our own boat or row in opposite directions. For example, units can look at ways to purchase large pieces of equipment that might be impossible to purchase without two checkbooks. The equipment will benefit the students, faculty, and staff in both programs without any one program going without or going into deficit. While competition has a place in higher education, it cannot be pursued at the expense of developing cooperative endeavors.

Mary Ellen O’Shaughnessy is the executive assistant dean in the College of Fine and Applied Arts at the University of Illinois. On April 26 she will lead the Magna Online Seminar “10 Strategies to Build and Sustain a Successful Academic Unit.” For information, see www.magnapubs.com/catalog/successful-academic-unit/.

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